

AP Capstone[™]

Implementation Guide

2018-19



AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Contact Us

AP Services for Educators

877-274-6474 (*toll free in the United States and Canada*)

212-632-1781

Email (AP Capstone teachers):

apcapstone@info.collegeboard.org

Email (AP coordinators):

apexams@info.collegeboard.org

apexams-intl@info.collegeboard.org

(*international*)

AP Services for Students

888-225-5427 (*toll free in the United States and Canada*)

212-632-1780

Email: apstudents@info.collegeboard.org

AP Services (mailing)

P.O. Box 6671

Princeton, NJ 08541-6671

610-290-8979 (fax)

609-882-4118 (TTY)

For overnight and/or courier mail:

AP Services

1425 Lower Ferry Road

Ewing, NJ 08618-1414

College Board Services for Students with Disabilities

P.O. Box 6226

Princeton, NJ 08541-6226

844-255-7728 (*for school staff in the United States and Canada*)

212-713-8333 (*for all students and parents; and for school staff outside the United States and Canada*)

609-882-4118 (TTY)

Email: ssd@info.collegeboard.org

Send eligibility-related mail such as SSD coordinator forms or applications for accommodations to:

College Board SSD

P.O. Box 7504

London, KY 40742-7504

866-360-0114 (fax)

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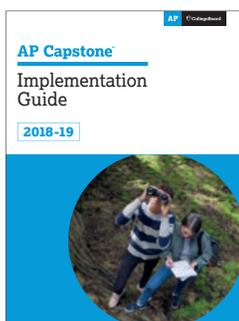
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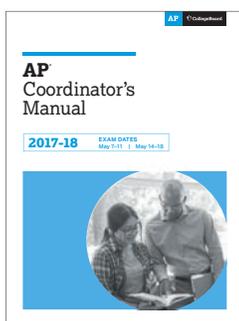
AP Capstone Program Overview

Where to Find Information

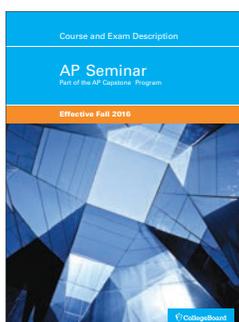
The publications below provide details about the College Board AP Capstone™ program. Also see the AP Capstone section of AP Central® at collegeboard.org/apcapstone and the resources listed on page 38.



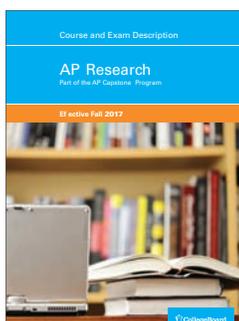
The ***AP Capstone Implementation Guide*** provides essential information for schools starting an AP Capstone program. It includes program requirements and policies, program costs, implementation models, and staffing ideas as well as easy-access links.



The ***AP Coordinator's Manual*** contains important information about the AP coordinator's role in the AP Capstone program, including directions on how to order and administer AP Capstone assessments. Schools will receive the 2018-19 *AP Coordinator's Manual* in December 2018.



The ***AP Seminar Course and Exam Description*** provides the pedagogical framework, curricular requirements, instructional approaches, and assessment details for the AP Seminar course.



The ***AP Research Course and Exam Description*** provides the pedagogical framework, curricular requirements, instructional approaches, and assessment details for the AP Research course.

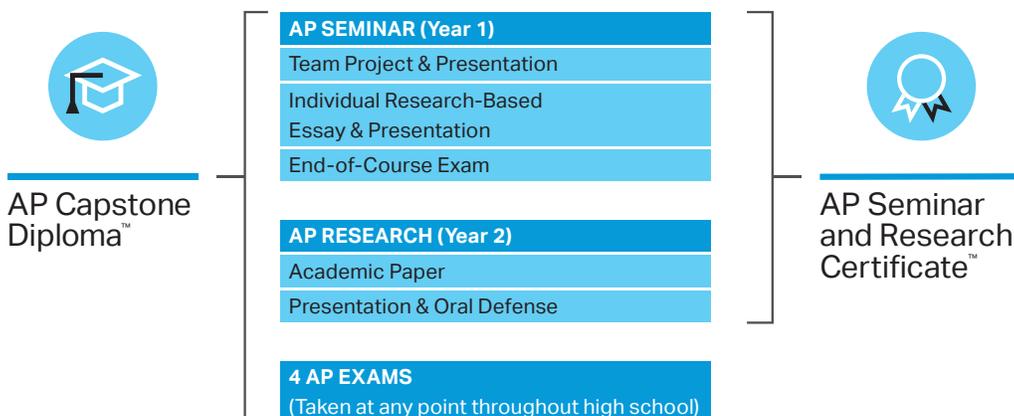
How AP Capstone Works

The College Board's AP Capstone is a college-level program based on two courses—AP Seminar and AP Research—that complement and enhance discipline-specific AP courses.

The program gives students a chance to practice core academic skills that are increasingly valued by colleges. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

AP Capstone was developed in response to feedback from higher education and is easily implemented, and flexible. It has the potential to differentiate and transform high schools and their students by elevating the learning environment through a challenging, college-level program with high standards of assessment.



Benefits of AP Capstone

Students:

- Fosters the research, argumentation, and communication skills at the core of college readiness and lifelong learning.
- Provides a setting to build on the knowledge and rigorous coursework of AP in an interdisciplinary format.
- Lets students show colleges that they've challenged themselves academically and also illustrate their passion and interest in specific research topics.
- Makes students self-confident, independent thinkers prepared for higher education.
- Allows students to collaborate on their research topics with higher education faculty and/or local community leaders.

High Schools:

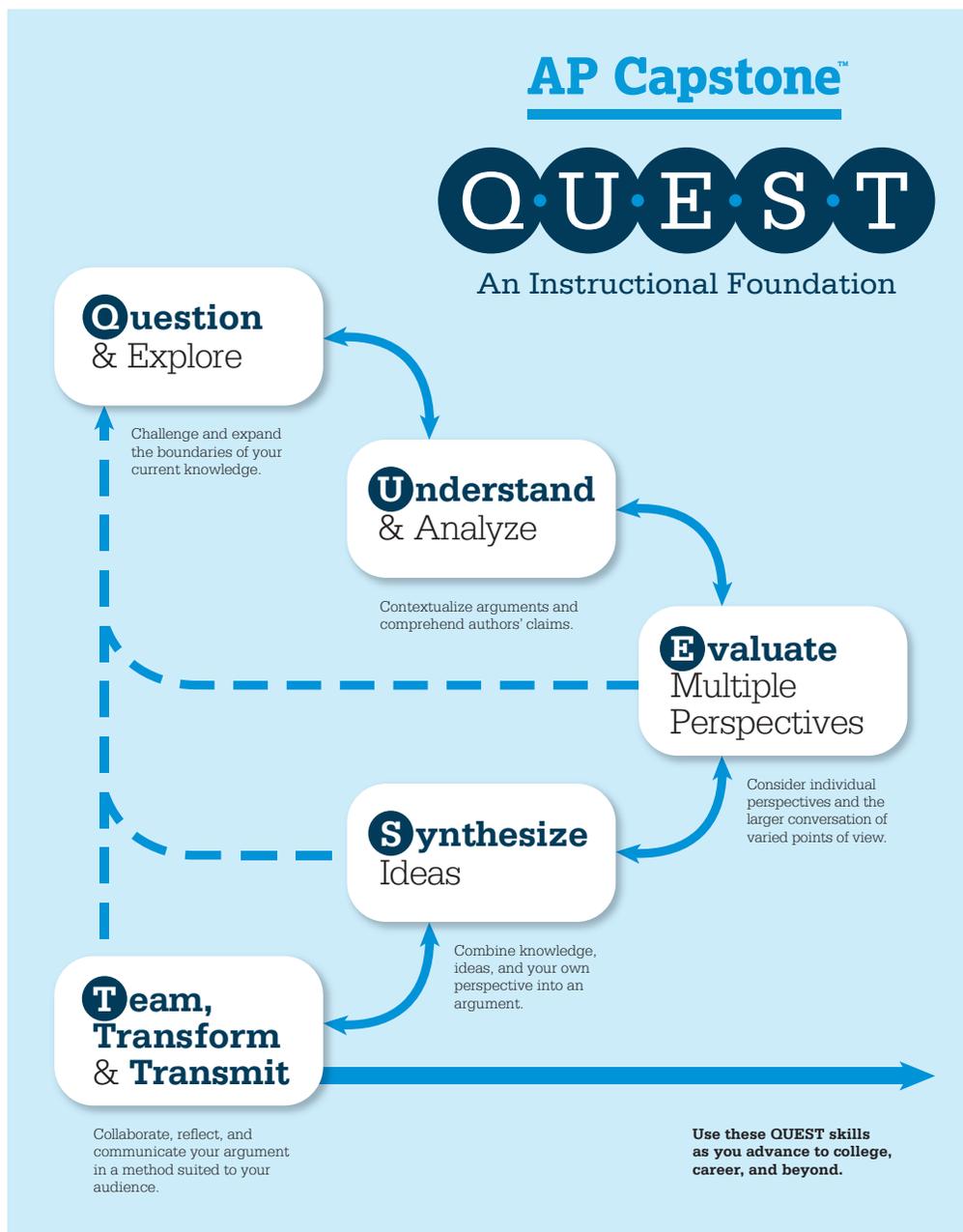
- Allows high schools to differentiate themselves by offering an innovative diploma program and two exclusive courses: AP Seminar and AP Research.
- Lets teachers improve their teaching skills in a student-centered classroom environment.
- Offers a flexible curricular content model with room for creativity and student input.
- Offers an implementation model that schools can customize for scheduling demands, curricular structures, or state and local requirements.
- Builds professional excellence in a weeklong, collaborative professional development institute.

Higher Education:

- Helps high school students develop research, collaboration, and communication skills essential for college and for today's complex and interconnected world.
- Identifies students with the research, writing, and collaboration skills necessary to complete college.
- Identifies students who are able to articulate their passions and interests in specific research topics.
- Provides consistent, externally validated measures of student ability.
- Demonstrates a student's research and writing ability through a 4,000- to 5,000-word scholarly research paper.
- For credit policy and other information, visit collegeboard.org/apcapstonehed.

AP Capstone Pedagogical Framework

Students explore issues and topics using a pedagogical framework provided by the College Board. This framework lets them develop, practice, and hone critical and creative thinking skills and make connections between various issues and their own lives. This recursive process allows students to go back and forth between the skills as they encounter new information.



AP Seminar Overview

AP Seminar is a foundational course that engages students in cross-curricular conversations where they can explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. They synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision so they can craft and communicate evidence-based arguments.

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider one topic or issue from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and gives students a rich appreciation for the intricacy of important issues.

Teachers have the flexibility to choose one or more appropriate themes that encourage deep interdisciplinary exploration based on:

- Academic problems or questions
- Concepts or issues from other AP courses
- Global or international topics
- Local and/or civic issues
- Student interests

AP Seminar Assessments

Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and used to calculate a final AP score (using the 1–5 scale) for AP Seminar. The AP Seminar Exam fee is \$142, and schools retain a \$9 rebate per exam.

For details on each AP Seminar assessment, see pages 36–45 of the [*AP Seminar Course and Exam Description*](#).

AP Seminar Performance Task 1: Team Project and Presentation—20% of the AP Seminar Score

The following components are formally assessed:

COMPONENT	SCORING METHOD	WEIGHT
Individual Research Report (IRR) (1,200 words)	College Board scored	50% of 20%
Team Multimedia Presentation and Defense (TMP) (8–10 minutes, plus defense questions)	Teacher scored (group score)	50% of 20%

Recommended Completion Date: February 28

Submission Deadline: April 30, 11:59 p.m. ET

Note: Teachers must carefully plan a calendar that provides sufficient time for tasks to be completed, scored, and uploaded by April 30 at 11:59 p.m. ET. Only the Individual Research Report is submitted through the [AP Digital Portfolio](#). AP Seminar teachers are required to keep video files of the Team Multimedia Presentation and Defense for one academic year because the College Board may request to review the scoring for these components to identify samples for scoring training and to ensure scoring quality.

AP Seminar Performance Task 2: Individual Research-Based Essay and Presentation—35% of AP Seminar Score

The following components are formally assessed:

COMPONENT	SCORING METHOD	WEIGHT
Individual Written Argument (IWA) (2,000 words)	College Board scored	70% of 35%
Individual Multimedia Presentation (IMP) (6–8 minutes)	Teacher scored	20% of 35%
Oral Defense (OD) (two questions from the teacher)	Teacher scored	10% of 35%

Recommended Completion Date: April 15

Submission Deadline: April 30, 11:59 p.m. ET

Note: Students must be given at least 30 school days (state testing, spring breaks, holidays, etc., would not count toward those days) to complete their research, compose their essays, and develop their presentations. The actual presentations must take place outside the 30-day window. The task is complex and rigorous, so students must be given sufficient time to complete it. Teachers would disadvantage students by giving them less time. Giving more time could also disadvantage students by reducing the time available for completing the Team Project and Presentation. Teachers should collect written work and presentation media from every student in the school's AP Seminar course(s) before any student actually delivers the oral presentation. Teachers must carefully plan a calendar that provides time for all the tasks to be completed, scored, and uploaded by April 30 at 11:59 p.m. ET.

AP Seminar End-of-Course Exam (2 hours)—45% of AP Seminar Score

2019 Exam Date: Tuesday, May 7, 2019, at 8 a.m. See [Exam Dates and Fees](#) for other exam dates.

During the AP Exam administration window, students take the AP Seminar End-of-Course Exam. The exam consists of four items (three short-answer questions and one essay question). The three short-answer questions assess analysis of an argument in a single source or document. The essay question assesses students' skills in synthesizing and creating an evidence-based argument.

The following components are formally assessed:

COMPONENT	SCORING METHOD	WEIGHT
<p>Part A Suggested time: 30 minutes One source provided</p> <p>Students are asked to analyze an argument using evidence.</p> <ol style="list-style-type: none"> 1. Identify the author's argument, main idea, or thesis. 2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them. 3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument. 	College Board scored	30% of 45%
<p>Part B Suggested time: 90 minutes Four sources provided</p> <p>Students are asked to build their own arguments using at least two of the four provided sources. Each of the four sources will explore a common theme through a different lens, allowing multiple entry points for students to approach the topic.</p>	College Board scored	70% of 45%

AP Research Overview

Prerequisite: AP Seminar is a prerequisite for AP Research. See the Prerequisite policy on page 13 for more information.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong investigation to address a research question.

In the AP Research course, students further develop the skills acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio.

In the classroom and independently (while possibly consulting with an expert adviser in the field), students learn and employ research and inquiry methods to develop, manage, and conduct an in-depth investigation of an area of personal interest. The course culminates in an academic paper of 4,000 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. The academic paper includes the following components:

- Introduction
- Method, Process, or Approach
- Results, Product, or Findings
- Discussion, Analysis, and/or Evaluation
- Conclusion and Future Directions
- Bibliography

Using a process and reflection portfolio (PREP), students document their inquiry processes, communication with their teachers and expert advisers as needed, and reflections on their thought processes. They have scheduled conferences with their teachers for review and approval of their scholarly work as evidenced by the portfolio.

Students present (using appropriate media) and defend the topic of inquiry/research question, approach, and findings or product to a panel.

AP Research Assessments

Students are assessed with one through-course performance task consisting of two distinct components. Both components are included in the calculation of students' final AP scores. There's no end-of-course exam for AP Research. The AP Research Exam fee is \$142, and schools retain a \$9 rebate per exam.

See pages 47–53 of the [AP Research Course and Exam Description](#).

The following components are formally assessed:

COMPONENT	SCORING METHOD	WEIGHT
Academic Paper (AP) (4,000–5,000 words)	College Board scored	75%
Presentation and Oral Defense (POD) (15–20 minutes total for presentation followed by three or four questions from a panel of three evaluators)	Teacher scored	25%

Recommended Completion Date: April 15

Submission Deadline: April 30, 11:59 p.m. ET

Note: Teachers must carefully plan a calendar that provides time for the performance task to be completed, scored, and uploaded by April 30 at 11:59 p.m. ET. Only the Academic Paper is uploaded to the [AP Digital Portfolio](#). AP Research teachers are required to keep video files of the Presentation and Oral Defense for one academic year because the College Board may request to review the scoring for this component to identify samples for scoring training and to ensure scoring quality.

AP Capstone Policies

Certain policies are critical to the successful implementation of AP Capstone at your school. Your adherence to program policies and exam procedures, including performance tasks, is critical to producing valid AP scores. Violations of program policies and/or exam procedures may result in the cancellation of student scores and/or your school being withdrawn from the AP Capstone program by the College Board.

The policies and language below are in effect for the 2018-19 school year.

PARTICIPATION

Schools must submit an application and be approved to join the AP Capstone program. Only students whose schools offer the AP Capstone program can enroll in AP Seminar or AP Research and submit performance tasks and/or take the AP Seminar End-of-Course Exam. Homeschooled students, homeschool organizations, and online providers aren't eligible to participate in AP Capstone.

PREREQUISITE

Students must first complete AP Seminar, including the end-of-course exam and all required performance tasks, to develop the skills necessary to succeed in AP Research. Students who score a 1 or 2 in AP Seminar are still eligible to enroll in AP Research, but they may need additional support and guidance during the course.

PLAGIARISM AND FALSIFICATION OR FABRICATION OF INFORMATION

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others throughout their coursework. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution, or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g., evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

USING TURNITIN

In keeping with AP Capstone's policy on plagiarism, AP Capstone teachers and students will use Turnitin to evaluate the originality of student work and ensure that appropriate citations are included. Access to Turnitin is provided to participating AP Capstone schools (for their AP Seminar and/or AP Research classes only). Turnitin is a valuable tool for teaching students about citation, but it is **not** a plagiarism detector. Feedback from Turnitin should be considered in context and not simply taken at face value. Visit the [Turnitin Instructor Training page](#) for more information on accessing and interpreting originality reports.

EXAM ORDERING

AP coordinators must order preadministration materials and AP Seminar and AP Research Exams on the [AP Exam Ordering](#) website for each student enrolled in AP Seminar or AP Research by the preadministration ordering deadline indicated in the [AP Coordinator's Manual](#). All schools offering AP Capstone must order preadministration materials. This ensures that students can enter the AP number located in their Student Packs (received in the preadministration materials shipment) into the [AP Digital Portfolio](#) before the submission deadline for their performance tasks. AP Research doesn't have an end-of-course exam, but an exam must be ordered for each student enrolled in the course in order for their performance task to be scored by the College Board.

Student performance tasks and teacher scores for the associated presentations can't be submitted to the College Board until a valid AP number has been entered for them.

Note: The College Board recommends that schools outside the U.S., U.S. territories, and Canada place their exam orders online by the priority deadline.

BILLING

Once a student submits any performance task component as final in the [AP Digital Portfolio](#) or starts the end-of-course exam, the full exam fee of \$142 will be charged.

The \$15 unused exam fee will be charged if an exam has been ordered for a student who:

- Doesn't submit any performance tasks as final; and
- Doesn't start the end-of-course exam.

Students who don't plan to submit performance tasks or take the end-of-course exam—and, as a result, won't get a course score—should be dropped from the AP Digital Portfolio.

RESCORING

AP Seminar and AP Research performance tasks, as well as the AP Seminar End-of-Course Exam, consist of free-response questions, academic papers, or presentations, and therefore aren't rescored.

Students can get their AP Seminar End-of-Course Exam Free-Response booklets for a fee. No comments, corrections, or scores are included. Booklets for exams for which sources aren't released on the College Board website (for example, late-testing exams) aren't available.

SCORE WITHHOLDING AND CANCELLATION

If a student chooses to withhold or cancel their score for AP Seminar or AP Research, the entire AP Seminar or AP Research score, including the end-of-course exam and performance tasks, is withheld or canceled. If a student submits any of the performance tasks in AP Seminar or AP Research as final or takes the AP Seminar End-of-Course Exam, they will receive a final AP score unless they cancel it.

RETENTION OF PERFORMANCE TASK PRESENTATION VIDEOS

AP Seminar and AP Research teachers must keep video files of all performance task presentations and oral defenses for at least one academic year because the College Board may request to review the scoring of these components to identify samples for scoring training and to ensure scoring quality. The College Board directly contacts selected teachers to submit video files with instructions for providing samples and signed release forms for their students.

TEST SECURITY AND SHARING OF EXAM CONTENT

The College Board's test security and test administration policies and procedures are designed to protect the integrity of the AP Exam and AP Exam scores. The policies and procedures have been developed to afford all students equivalent opportunities to demonstrate their knowledge on exam day and prevent any students from gaining an unfair advantage. Schools and students must adhere to all test security policies set forth in the [AP Coordinator's Manual](#), *Bulletin for AP Students and Parents*, and any addenda. Students and educators may only discuss free-response content or sources released on the College Board website two days after the exam administration. If the content or sources in the exam aren't released, students may not discuss them with anyone. Violation of test security policies may result in score cancellation and, under some circumstances, individuals may be permanently barred from future testing.

ROLE OF TEACHER AND EXPERT ADVISER

Please see the [AP Seminar](#) and [AP Research](#) Course and Exam Descriptions (pages 38–42 and 50–52, respectively) to learn about the role of teachers and expert advisers.

AP CAPSTONE TEACHER CONFLICT OF INTEREST POLICY

AP Capstone courses and assessments involve the scoring of student through-course performance tasks by the classroom teacher; therefore, it's important to explain how the existing AP Conflict of Interest Policy found in the *AP Program Guide* and *AP Coordinator's Manual* applies. To avoid any perceived conflict of interest, the College Board recommends that no AP Seminar and AP Research teachers should be the classroom teacher for any student who is an immediate family or household member and is enrolled in AP Seminar or AP Research because this would put the teacher in the position of scoring official AP assessments. To avoid a perceived conflict of interest, the College Board recommends that the immediate family or household member who is enrolled in AP Seminar or AP Research (student) should be transferred to another class section that is taught by another teacher who doesn't pose a conflict of interest. Alternatively, if there is only one AP Seminar or one AP Research teacher and a schedule change won't resolve the conflict, the school should designate a different teacher and ensure that the individual is properly trained in curriculum and assessment scoring—at the school's expense—for the year(s) in which the student is enrolled in AP Seminar and/or AP Research.

The College Board renders the aforementioned recommendations in an effort to ensure that all AP Capstone Exams and courses are administered under standardized conditions and to prevent any student from receiving an unfair advantage on the AP Capstone course and exam. Such recommendations should be enforced by participating schools, their personnel, and their students to the extent feasible and in accordance with each school's current policies and procedures applicable to such situations.

STUDENT EXTENDED ABSENCE AND PERFORMANCE TASKS

General Recommendations:

In the event that a student experiences an unavoidable and extended absence from school and isn't able to participate in the AP Capstone Performance Tasks (AP Seminar: Team Project and Presentation; Individual Research-Based Essay and Presentation; AP Research: Academic Paper; Presentation and Oral Defense) or any individual components of these tasks, the school/teacher should be as accommodating as possible, using technology or other means that allow the student to participate in the entire task or one or more of its components. If the student is unable to participate, for example, in the entire Team Project and Presentation or is unable to complete one or more components of either of the two performance tasks, the College Board recommends one of the following options:

1. Continue in the course and have their completed tasks (or components) scored taking whatever AP score is earned. For example, if an AP Seminar student is unable to participate in the Team Project and Presentation, the student could choose to complete the Individual Research-Based Essay and Presentation and the End-of-Course Exam and accept the AP score earned from these two completed assessments. (In this scenario, the teacher would remove the student from the team, and the student would receive a score of 0 for any assessment components not completed.); or
2. Continue in the course and then cancel their scores by completing the AP Score Cancellation Form by the published deadline (usually by mid-June). For example, if a student is unable to participate in the AP Seminar Team Project and Presentation, they may complete the other performance task and, if the student does not think their performance on the Individual Research-Based Essay and Presentation and End-of-Course Exam will earn a score the student wants to keep on record, they may cancel the score; or
3. The student may elect to drop the course altogether and consider re-enrolling the following academic year.

An AP Research student who doesn't submit an Academic Paper is ineligible to receive a score on the Presentation and Oral Defense and may elect to drop the course and re-enroll the following academic year.

The College Board renders the aforementioned recommendations in an effort to ensure that all AP Capstone exams and courses are administered under standardized conditions and to prevent any student from receiving an unfair advantage on the AP Capstone course and exam. Such recommendations should be enforced by participating schools, their personnel, and their students to the extent feasible and in accordance with each school's then current policies and procedures applicable to such situations.

Considerations for AP Seminar:

1. If the student is unable to complete the Individual Research Report component of the AP Seminar Team Project and Presentation, the student would be ineligible to receive a score for the Team Multimedia Presentation because the presentation is dependent on all team members' individual research. As a result, the student would receive no score for the entire Team Project and Presentation. If a student is in the process of completing the Team Project and Presentation, and they drop out of the group in the middle of the performance task, the remaining group members should receive scores based on the active members in the group.

2. A student with extended absences may be removed from an AP Seminar team without consequence for the other students on the team, provided that all task instructions are followed to ensure completion of the Team Multimedia Presentation. However, teachers should attempt to accommodate students with extended absences as much as possible, using technology or other means to encourage participation, before considering dropping a student from a team.
3. Students who don't complete the Individual Written Argument aren't eligible to receive scores in the Individual Multimedia Presentation or the Individual Oral Defense.
4. Students who submit any performance tasks as final but don't take the AP Seminar End-of-Course Exam will still receive an AP Seminar score unless they cancel their score by the published deadline (usually by mid-June). These students will receive scores of 0 for the end-of-course exam, which makes up 45% of the final AP Seminar score.
5. It's acceptable for an AP Seminar student who hasn't completed one or more AP Seminar Performance Tasks to take the End-of-Course Exam.
6. Students must first complete AP Seminar, including the end-of-course exam and all required performance tasks, to develop the skills necessary to succeed in AP Research. Students who score a 1 or 2 in AP Seminar are still eligible to enroll in AP Research but might need additional support and guidance during the course.

Considerations for AP Research

If an AP Research student is unable to complete the Academic Paper, the student would be ineligible to receive a score for the Presentation and Oral Defense because the presentation and oral defense component is dependent on the research in the Academic Paper.

Assigning AP Capstone Course Grades on Student Transcripts

Assigning course grades for AP Seminar and AP Research on student high school transcripts is a local decision and is only dependent on an AP Capstone teacher having received course authorization through the AP Course Audit. Receiving a course grade for AP Seminar or AP Research isn't affected by a student's completion of the through-course assessments or the AP Seminar End-of-Course Exam, unless there is a school or district policy that dictates otherwise. Teachers should follow local policies when assigning course grades for students with extended absences from AP Capstone courses.

Note: An exam must be ordered for each student enrolled in an AP Capstone course in order for their work to be scored by the College Board. Once a student submits a performance task component as final in the [AP Digital Portfolio](#) or begins the end-of-course exam, the exam fee isn't refundable.

RETAKE AP SEMINAR AND/OR AP RESEARCH

AP Seminar:

Students may retake AP Seminar; however, they may not resubmit the work they produced in previous AP Seminar courses as part of their through-course assessment(s).

Students who retake AP Seminar must complete all Performance Tasks and the End-of-Course exam; individual component, task, or exam scores from previous years can't be applied.

AP Research:

Students may retake AP Research; however, they may not resubmit the work they produced in previous AP Research courses as part of their through course-assessment(s).

Students who retake AP Research must complete the Academic Paper and Presentation and Oral Defense on a new research topic; individual component scores from previous years can't be applied.

STUDENT TRANSFER POLICY

The following protocols should be followed for students who transfer from one school to another.

From an AP Capstone school to another AP Capstone school

A student who is enrolled in an AP Capstone course and who transfers to another AP Capstone school may continue to participate in the AP Capstone course at their new school, provided the new school is offering the course. If a student transfers during the academic year, the new school should make every effort to capture the work previously completed by the student before the transfer.

From an AP Capstone school to a non-AP Capstone school

A student who is enrolled in an AP Capstone course and who transfers to a school that doesn't offer the program may not continue to participate in the AP Capstone course. At this time, schools that aren't authorized to offer AP Capstone courses can't accommodate students who may have been enrolled in an AP Capstone course prior to their transfers.

From a non-AP Capstone school to an AP Capstone school

A student who isn't enrolled in an AP Capstone course and who transfers to an AP Capstone school may begin to participate in an AP Capstone course at the discretion of the new school. The time in the school year when the transfer occurs may play a role in determining whether the student is eligible to participate in an AP Capstone course, given the nature of the through-course assessments.

REPLACING AP CAPSTONE TEACHERS MIDYEAR

AP Seminar and AP Research teachers must complete AP Capstone Professional Development before teaching either course. See the Professional Development section below for more information.

In rare cases—such as resignation, termination, personal leave, extended illness, or death—AP Capstone teachers must be replaced during the school year. In these cases, a school may assign a teacher who hasn't completed required training to an AP Seminar or AP Research classroom. The program must be notified about replacement teachers by contacting apcapstone@info.collegeboard.org.

Depending on timing, the replacement teacher may need to complete and pass required AP Capstone online scoring training and fulfill scoring responsibilities set forth in this *AP Capstone Implementation Guide*. The school leader and the replacement teacher should work together to see these requirements are met.

Any replacement teacher wishing to teach AP Seminar or AP Research in a future academic year must complete AP Capstone Professional Development before teaching the course again.

PROFESSIONAL DEVELOPMENT

Professional development is **required** for all new AP Seminar and AP Research teachers. Teachers won't be able to submit a syllabus for **AP Course Audit** authorization or access the **AP Digital Portfolio** without attending in-person training. Training is optional for returning teachers or interested administrators at schools accepted into the AP Capstone program. Teachers complete training once before the first year they teach the course—this isn't an annual requirement.

A limited number of scholarships for teachers from eligible schools may be available through an application process.

Professional development is offered by select AP Summer Institutes (APSI) throughout the summer. Each session takes place over a consecutive four-and-a-half-day period for 30 contact hours. Schools and teachers may attend the select APSI of their choice, space permitting, but teachers must be present for each day of the session. Teachers who aren't present for any part of the training won't be authorized to teach AP Seminar or AP Research.

In addition, AP Seminar and AP Research teachers need to complete and pass online scoring training annually to obtain access to score their students' work. This training is virtual and self-paced. The training modules will be available at a time to be announced during the academic year.

For more information on AP Capstone professional development, visit collegeboard.org/apcapstonepd.

For Administrators

AP Capstone Program Costs

Schools must apply to participate in the AP Capstone program. However, no school application or registration fees are required, and no ongoing annual fees are charged by the College Board to participating schools or districts. We suggest that administrators consider the costs below when planning to implement AP Capstone courses.

PROFESSIONAL DEVELOPMENT

Professional development is offered by select AP Summer Institutes (APSI) throughout the summer and is required for all AP Seminar and AP Research instructors. School leaders aren't required to attend this professional development but may use this opportunity to deepen their understanding of the program and may make a special request to attend. Teachers complete training once before the first year of teaching the course—this isn't an annual requirement.

A limited number of scholarships for teachers from eligible schools are available through an application process.

The fee for professional development is updated annually and includes:

- **Required:** Four-and-a-half-day summer professional development and associated training materials.
- **Required:** Online scoring training sessions scheduled during the school year.

Note: The professional development fee doesn't include travel, lodging, some meals, credit card processing fees for registration, or incidentals. Additional training may be required at the school's expense if assessment scoring performance doesn't meet College Board standards. Fees for professional development are subject to change annually.

See collegeboard.org/apcapstonepd for more information.

EXAM FEES

The 2018-19 exam fee for AP Seminar and AP Research is \$142 each, and schools retain a \$9 rebate per exam. **It is expected that an exam will be ordered for all students enrolled in each course.** The College Board provides a \$32 fee reduction per exam for students with financial need. Schools are expected to forgo their \$9 rebate for these students. Many states use federal and state funding to further reduce the exam fee for these students, and these amounts are usually finalized in the spring of each academic year. You can find state fee reductions in the spring at collegeboard.org/apexamfeeassistance.

Students sometimes need to test late using an alternate form of the exam. An additional \$45 fee may apply for alternate exams. We don't recommend that schools plan to administer the alternate exam to all AP Seminar students. See the [AP Coordinator's Manual](#).

When any student performance task component is submitted as final in the [AP Digital Portfolio](#) or the AP Seminar End-of-Course Exam is started, the exam

fee isn't refundable. The \$15 unused exam fee is charged if an exam has been ordered for a student who:

- Doesn't submit any performance tasks as final; and
- Doesn't start the AP Seminar End-of-Course Exam.

Note: Students who don't intend to take the AP Seminar End-of-Course Exam shouldn't be enrolled in the [AP Digital Portfolio](#) and shouldn't be assigned to a team for the Team Project and Presentation.

ADDITIONAL COSTS

See the [Resourcing Your AP Capstone Program](#) section below for additional costs schools should consider when exploring implementation.

Resourcing Your AP Capstone Program

Schools may need more resources to develop their AP Capstone program beyond the costs described above.

REQUIREMENTS

Teachers and students need high-speed internet access and technology to conduct research, complete multimedia presentations, and submit team and individual projects. Schools should be sure their technology infrastructure offers the bandwidth to perform these tasks.

Schools and districts should consider the following recommendations even though they're not mandatory:

- Compensation and/or release time for teachers to take online scoring training and score students' through-course assessments
- Extra time before or after school, or on weekends, for students to give their multimedia presentations (and free up class time)
- Extra time before or after school, or on weekends, for students to take a practice AP Seminar End-of-Course Exam
- Staff designated to support students enrolled in the AP Capstone program (e.g., librarian, media specialist, or expert adviser)
- Extra time during faculty meetings to explain the AP Capstone program and align curriculum with AP courses
- Professional development time to allow AP Capstone teachers to meet as a Professional Learning Community (PLC)
- Professional development funding for AP Capstone teachers to attend AP Annual Conference sessions
- Release time for teachers to be AP readers
- Funding to reduce the AP Exam fee for AP Capstone students
- Meetings with parents to talk about the AP Capstone program
- Classroom furniture that facilitates group instruction and student collaboration
- Textbook and general reference materials

- Access to databases and online academic resources through the school library or media center
- One-to-one student access to computers, laptops, or tablets during AP Seminar and AP Research class time

Recruiting Students

Students who are motivated and prepared for college-level coursework are best suited for the program, but the program also benefits those students who show potential for AP coursework but haven't yet enrolled in AP courses. Students should demonstrate curiosity about real-world issues, a willingness to take intellectual risks, and a dedication to acquiring the skills that colleges and universities value—critical inquiry, analysis, and research. In short, AP Capstone students have an interest in becoming curious, independent, and collaborative scholars.

RECRUITMENT TOOLS

- AP Potential™: appotential.collegeboard.org
- AP Capstone on AP Central: collegeboard.org/apcapstone
- AP Students website: apstudent.collegeboard.org
- AP Capstone student brochure: secure-media.collegeboard.org/digitalServices/pdf/ap/ap-capstone/ap-capstone-student-brochure.pdf

RECRUITMENT STRATEGIES

- Present AP Capstone at a Parent Night as an extension of or introduction to AP coursework.
- Provide AP Capstone brochures during an open house.
- Meet with rising grade 10 or grade 11 students before course selection.
- Discuss the benefits and challenges of AP Capstone in face-to-face meetings with potential candidates and parents.
- Develop teacher recommendations tailored to AP Capstone characteristics and requirements.
- Plan classroom visits by school leaders, counselors, and current AP Capstone students to talk about the benefits of the program, how the program works, and how it fits into students' schedules.
- Recognize student participation and achievement through academic letters and honors distinctions.
- Direct students and parents to the AP Students website: apstudent.collegeboard.org.

RECRUITMENT OF STUDENTS WHO ARE NEW TO AP

AP Capstone can propel a diversity of students to pursue their own interests/passions. Students develop the tools to meaningfully and thoughtfully weigh in on issues that matter to them—whether local, regional, national, or global in nature. Students choose their own research topic for their theses. For some schools, AP Seminar may be used as a way to introduce students to the rigor of Advanced Placement® while providing the foundational skills that will complement other AP courses.

Scheduling AP Capstone Courses

AP Seminar and AP Research are flexible and may be offered as a sequence in grades 10 and 11, grades 11 and 12, or grades 10 and 12. Schools may offer a combination of sequences and align AP Capstone courses with an existing senior project requirement or existing AP courses.

We don't recommend that AP Seminar be offered in grade 9. However, students in grade 12 can be encouraged to take AP Seminar if they understand that they won't meet the eligibility requirements for the AP Capstone Diploma or the AP Seminar and Research Certificate.

Currently, it is expected that schools participating in the AP Capstone program offer both AP Seminar and AP Research.

Note: AP Seminar is a prerequisite for AP Research. See the **Prerequisite** policy on page 13 for more information.

GRADE LEVEL SEQUENCE	PROS	CONS
Grade 10/11	<ul style="list-style-type: none">▪ Builds college-level critical skills early in the student's high school career.▪ Increases participation and performance in AP courses.▪ Enables grade 12 students to mentor students in AP Seminar and AP Research.▪ Lets students complete a research project before submitting college applications and participating in college interviews.	<ul style="list-style-type: none">▪ Requires careful attention to differentiated instruction or risks limiting student enrollment.▪ Requires additional support for enrolled students.▪ Adds a major research project to the traditionally busy grade 11.
Grade 11/12	<ul style="list-style-type: none">▪ Student maturity provides a larger pool of students able to participate in AP Seminar.▪ Students have a broader foundation of skills and content knowledge before beginning college-level work.▪ Schools can structure a culminating experience for graduating seniors.	<ul style="list-style-type: none">▪ Students have limited opportunity to retake AP Seminar and AP Research.▪ Students complete AP Research while navigating the college admission process.

GRADE LEVEL SEQUENCE	PROS	CONS
Grade 10/12	<ul style="list-style-type: none"> Enables students to acquire college-level skills early and apply those skills in a culminating research project. Enables development of college-level critical skills early in the student's high school career. Increases participation and performance in AP courses. Enables schools to structure a culminating experience for graduating seniors. 	<ul style="list-style-type: none"> Requires that the curriculum bridge the grade 11 gap so AP Research doesn't need to reteach the skills acquired in AP Seminar. Requires careful attention to differentiated instruction or risks limiting student enrollment. Requires additional support for enrolled students.

Note: AP Seminar and AP Research are only available at participating schools and can only be taught by teachers who have completed the required training. AP Capstone courses aren't available as online courses.

Making AP Capstone Work with Your School Schedule

AP Seminar and AP Research are full-year courses enabling students to focus on college-level critical skills (AP Seminar) and college-level research skills (AP Research).

AP Seminar may be offered in a traditional schedule or an A/B block schedule. The Performance Task assessments usually begin toward the end of the first or beginning of the second semester. The second Performance Task can't be started prior to January when the stimulus materials for that task are published by the College Board. Presentations must be scored and student work uploaded to the College Board by April 30 at 11:59 p.m. ET. Recommended completion dates for both are February 28 and April 15, respectively. The assessment schedule limits the ability to offer AP Seminar on a 4x4 block schedule. AP Seminar requirements can't be completed in a fall block-scheduled course. Although the 4x4 block schedule doesn't preclude offering the AP Capstone courses, it does require schedule variations.

AP Research may be offered in a traditional schedule or an A/B block schedule. The course can also be offered in a 4x4 block schedule, though this isn't recommended. Offering AP Research on this schedule requires support and accountability measures to make sure students are supervised throughout the research process and that teachers have ample time to teach the required skills and score student presentations and oral defenses. Schools that offer AP Research in the fall semester need to design student supports to monitor student-adviser relationships and to ensure that research projects are completed on time. AP Research teachers need time to score student presentations before the April 30 11:59 p.m. ET submission deadline unless students are required to complete the research project and presentation before the end of the first semester. However, this limits the time available to students to complete the rigorous research project while completing other course requirements. Schools that offer AP Research in the spring semester should know that

students have less time to complete the research project and presentation, since all scored student work must be submitted to the College Board by April 30 at 11:59 p.m. ET.

SCHOOLS OFFERING AP SEMINAR AND AP RESEARCH IN A 4X4 BLOCK SCHEDULE

Due to the design of the through-course performance tasks in AP Seminar and AP Research, it is not ideal to offer AP Seminar and AP Research in a 4x4 block schedule. However, if your school proceeds with this type of schedule please consider the following:

- **Schedule as full-year course:** AP Seminar and AP Research are both offered as full-year instructional classes spanning all semesters/trimesters/quarters/etc. Schools pursuing this schedule must ensure that the same students are enrolled in the same classes during all semesters. This would require students to pair AP Seminar or AP Research with another course.
- **Schedule as fall semester course with dedicated support during spring semester:** AP Seminar and AP Research are offered during the fall semester; this allows students to have dedicated independent work time and access to AP Seminar and AP Research teachers and classmates.

Schools pursuing this option for AP Seminar should schedule dedicated instructional days during the second semester for AP Seminar students and teachers to review the following:

- Performance Task 1: Team Multimedia Presentations, if not completed in the prior semester
- Performance Task 2: instructions and stimulus materials, which are released in January
- Performance Task 2: Individual Multimedia Presentations

Class Size Recommendations

Although decisions about class sizes are made by individual schools, the recommended class size for AP Seminar and AP Research courses is 20–24 students, an optimal size for fostering collaboration and teaching presentation skills. School leaders scheduling AP Capstone courses should consider the responsibilities and requirements of teacher assessment scoring. For example, an AP Seminar teacher with 40 students will potentially schedule and score 50 student presentations as part of the Team Project and Presentation and Individual Research-Based Essay and Presentation performance tasks. School leaders and teachers need to coordinate closely to ensure that there's enough time to schedule presentations and assessment scoring activities to meet the April 30 deadline.

Positioning AP Capstone Courses in Your Master Schedule

The flexibility of AP Capstone allows program implementation in a variety of settings and in academic disciplines of choice. Because AP Seminar and AP Research are both skills based, the courses can be associated with any academic content area. Schools may position the courses as required core classes or as electives, so long as they abide by any applicable state and district policies.

The following table lists implementation models, along with the pros and cons associated with each. These options help meet the demands of the school curriculum, state and district requirements, and local school traditions and culture.

SCHEDULE VARIATION TYPE	EXAMPLE	PROS	CONS
AP course anchor	<p>All AP Capstone students are enrolled in a common AP course known as an anchor course.</p> <p>For example, all AP Seminar students are enrolled in AP U.S. History or all AP Research students are enrolled in AP Biology.</p>	<ul style="list-style-type: none"> Permits interdisciplinary instruction that supports student mastery of AP Capstone skills and enhances performance in the AP anchor course. Gives students a chance to apply AP Capstone skills in an AP content area. Fosters collaboration between teachers in different content areas. 	<ul style="list-style-type: none"> Presents master schedule complications in scheduling students for two courses and in scheduling common planning time for teachers to develop instructional strategies and lesson plans. Increases program costs because the AP content teacher should be trained in AP Seminar and/or AP Research curriculum and assessment.
Concurrent enrollment in an AP course	<p>AP Capstone courses are integrated with AP courses.</p> <p>For example, AP Seminar and AP English Language and Composition are taught concurrently, or AP Research and AP Chemistry are taught concurrently.</p>	<ul style="list-style-type: none"> Provides students with an immediate opportunity to apply rigorous college-level critical skills to rigorous college-level content. 	<ul style="list-style-type: none"> Requires one teacher to balance the demands of two AP courses in one course.

SCHEDULE VARIATION TYPE	EXAMPLE	PROS	CONS
Distinct, tailored sections or academy setting	<p>AP Capstone courses are offered in multiple sections tailored to emphasize a specific area of interest or in the context of an existing school program.</p> <p>For example, AP Seminar or AP Research or both are offered as both a science and a social science course or as part of a public service or health sciences academy.</p>	<ul style="list-style-type: none"> Allows students to focus on a particular area of interest while acquiring a broad perspective on real-world issues. Enhances an existing content curriculum or academy curriculum in preparation for specialized higher education. 	<ul style="list-style-type: none"> Limits the opportunity for students to explore topics and perspectives outside of their interest areas. Limits the interest of students who may not fall within specific departmental or academy requirements.
Non-AP course anchor	<p>AP Capstone courses are integrated with existing non-AP courses.</p> <p>For example, AP Seminar and an art history elective are taught concurrently, or AP Research and a statistics elective are taught concurrently.</p>	<ul style="list-style-type: none"> Provides an instructional framework for the existing course. Provides students with the opportunity to learn specific academic content, along with the skills taught in AP Seminar and AP Research. Fosters collaboration between teachers in different content areas. 	<ul style="list-style-type: none"> Creates tension between the original curriculum and the requirements of AP Seminar and AP Research. Limits students' ability to explore issues that speak to their personal interests.
Independent, interdisciplinary elective	<p>AP Capstone courses are offered as independent electives. (Note: AP Seminar is a prerequisite to AP Research. AP Research can't be offered independently.)</p>	<ul style="list-style-type: none"> Provides students with college-level critical skills that can be applied across disciplines. Benefits those students who show potential for AP coursework but haven't yet enrolled in AP courses. 	<ul style="list-style-type: none"> Has notable caveat regarding certification: Students taking only AP Seminar will not be eligible for the AP Capstone Diploma or the AP Seminar and Research Certificate.

SCHEDULE VARIATION TYPE	EXAMPLE	PROS	CONS
Gradewide implementation	AP Seminar is offered as a required course for all students in grade 10.	<ul style="list-style-type: none"> ▪ Gives students a chance to develop critical research skills that can apply across all disciplines and transfer to other courses. 	<ul style="list-style-type: none"> ▪ Requires additional funding to train and support teachers.

Adding AP Capstone to Student Transcripts

Schools may choose to add a subtitle to their AP Seminar or AP Research courses (e.g., AP Seminar: [Subtitle]) that indicates a special disciplinary focus or emphasis as long as it complies to district, local, and/or state policies.

Addressing the AP Capstone Diploma Requirements

To earn the AP Capstone Diploma, students must earn a score of 3 or higher in both AP Seminar and AP Research as well as a score of 3 or higher on four additional AP Exams of their choosing. The exams may be taken at any time during high school and need not be concurrent with the AP Seminar and the AP Research courses. No specific AP courses, other than AP Seminar and AP Research, are required for the AP Capstone Diploma.

Staffing AP Capstone Courses

The selection of AP Seminar and AP Research teachers is critical to the success of the AP Capstone program. The most effective AP Capstone teachers are those who are curious about real-world issues, are competent in teaching a skill-based rather than a content-based course, and are master facilitators of student learning, allowing students to take charge of their own learning. Teachers who have experience conducting and/or supervising independent research may be considered as well.

AP Seminar and AP Research teachers aren't required to have specific content-area certification unless this is stipulated by local, district, or state policy.

Note: Administrators should be aware of the amount of time needed for scoring student work when assigning teachers to multiple sections of AP Seminar and/or AP Research. Although AP Seminar teachers may also teach AP Research, administrators should ensure that they are properly supported, especially in the spring when student work and teachers' scores are submitted.

The most successful AP Seminar and AP Research teachers demonstrate the ability to:

- Explore academic and real-world questions, problems, and issues from different disciplines and from multiple perspectives.
- Teach college-level thinking and research skills such as writing a thesis, conducting research, evaluating sources, developing arguments, and designing, planning, and conducting a research-based investigation.

- Teach time management, collaboration, oral communication, and presentation skills.
- Facilitate student learning in collaborative settings such as workshops and tutorials.
- Motivate students to think critically and innovatively about research questions.
- Collaborate closely with an AP Capstone team that includes administrators, AP teachers, media specialists, school counselors, and expert advisers.
- Manage scoring and submit student work according to submission deadlines.
- Modify instruction style in order to accommodate through-course performance tasks and skills-based learning outcomes.

Prior experience teaching AP or other college-equivalent courses taught in their high school isn't required.

The following table offers several staffing models along with the pros and cons associated with each.

Note: All AP Seminar and AP Research teachers are required to attend professional development before their first academic year teaching the course.

SCENARIO	PROS	CONS
Different teachers are assigned to AP Seminar and AP Research courses.	<ul style="list-style-type: none"> ▪ Teachers are able to specialize in the skills required for success in each course. ▪ Students are exposed to two teachers with different strengths that support a diverse learning experience. 	<ul style="list-style-type: none"> ▪ Teachers must coordinate a transition from AP Seminar to AP Research to take advantage of the weeks after the AP Seminar assessments are complete. ▪ Teachers must establish and maintain expectations across two courses through collaborative planning.
Teachers loop with a cohort of students from AP Seminar to AP Research.	<ul style="list-style-type: none"> ▪ Teachers establish a relationship with students in a two-year experience that fully develops student strengths and bridges student weaknesses. ▪ Teachers are able to build a seamless transition from AP Seminar to AP Research by maximizing use of available instructional time. 	<ul style="list-style-type: none"> ▪ Schools incur a training cost increase because they must send two teachers to the required AP Seminar and AP Research professional development. ▪ Teachers need expertise and a level of comfort in college-level skill development and college-level research methodology.

SCENARIO	PROS	CONS
Two teachers are assigned to AP Seminar in a team-teaching structure.	<ul style="list-style-type: none"> Teachers from two different disciplines support a variety of student interests. Teachers share responsibility for scoring assignments. 	<ul style="list-style-type: none"> Training costs increase because schools must send two teachers to the required AP Seminar professional development. FTE or local district requirements may limit shared responsibility for one course.

Getting Others Involved

School leaders should consider convening an AP Capstone team of faculty members to help in the implementation of this new program. Regular team meeting agenda items might include management of program implementation, student and teacher support issues, student recruitment, communication with parents and the community, and planning for vertical and horizontal articulation of AP Capstone skills. School or district leaders might also consider appointing a point person for AP Capstone to chair team meetings, ensure effective internal and external communication, and serve as program liaison to the College Board. It is suggested that this point person be the school principal, AP coordinator, or AP Capstone teacher, who will receive important messaging from the College Board on key updates and deadlines.

Additional AP Capstone team roles and responsibilities include the following:

SCHOOL LEADERS

- Form the AP Capstone team and collaborate with faculty and staff to develop an AP Capstone implementation strategy.
- Create a master schedule that supports broad student enrollment and effective instruction.
- Ensure that teachers have time to complete online scoring training and score student presentations.
- Be sure that teachers and students have access to required high-speed internet and technology appropriate to conduct research, complete multimedia presentations, and submit team and individual projects.
- Fund required summer professional development and ensure release time for teachers to attend online scoring training.
- Support AP Capstone implementation in communications with students, faculty, parents, and the community.
- Read all communications from the College Board about updates to the AP Capstone program.

TEACHERS

- Attend required professional development for AP Seminar and/or AP Research.
- Facilitate student learning.
- Score student presentations and ensure timely upload of student work to the College Board.
- Initiate relationships with colleagues or leaders from community organizations, getting them involved in the AP Capstone program as guest lecturers or expert advisers.
- Manage student–adviser relationships.
- Assist school leadership in the vertical and horizontal expansion of AP Capstone skills.

LIBRARIANS/MEDIA SPECIALISTS

- Ensure that students have access to college-level research materials, including online tools such as EBSCO, JSTOR, and ProQuest. Access to EBSCO Academic Search Complete is provided to AP Seminar and AP Research teachers and students at participating AP Capstone schools.
- Assist students in identifying and researching a variety of questions across multiple disciplines.
- Contribute to workshops and tutorials that address specific research issues.
- Work with teachers to conduct relevant lessons on research practices.

COUNSELORS

- Familiarize themselves with AP Capstone so they can share highlights of the program with parents and visiting college admission representatives.
- Assist in identifying students for participation in AP Capstone.
- Help students communicate AP Capstone accomplishments to colleges and universities.
- Ensure that student course selections meet AP Capstone Diploma and/or AP Seminar and Research Certificate requirements.

Expert Advisers for AP Research

Expert advisers are an essential part of the AP Research course and may be drawn from the faculty, the community, local business and industry, or higher education. A designated staff member may also coordinate a pool of advisers for the AP Research course and match students with advisers. AP Research teachers and school administrators identify school and district policies that pertain to students who are engaging virtually or face-to-face with external advisers, and they communicate such policies to parents, students, and potential advisers. See pages 51–52 of the [*AP Research Course and Exam Description*](#).

Recognition from Higher Education

ADMISSION BENEFITS

AP Capstone Diploma candidates enjoy a variety of admission benefits from colleges and universities before, during, and after application cycles. Various benefits include invitations to meet with research faculty, direct admission into honors programs, and opportunities to join undergraduate research projects.

To facilitate admission recognition, school leaders and students should indicate participation in the AP Capstone Diploma program in the following ways:

- School reports to higher education: School leaders include their school's participation in the AP Capstone Diploma program, along with the number of AP Capstone Diploma awards.
- Counselor recommendations: Counselors identify students as AP Capstone Diploma candidates on recommendation forms, including third-party applications such as the Common Application and the Coalition Application.
- Teacher recommendations: AP Seminar and AP Research teachers highlight student research projects.
- Individual honors: Students designate themselves as AP Capstone Diploma candidates, AP Capstone Diploma recipients, or AP Seminar and Research Certificate recipients in the awards/honors sections of their applications.
- Include courses on transcripts: Students and schools indicate AP Seminar and AP Research on high school course schedules.
- Admission interviews and essays: Students discuss their AP Seminar or AP Research work during admission interviews and in their admission essays, where appropriate.
- Sending AP Seminar and AP Research scores: Students send AP Seminar and AP Research scores to their preferred higher education institutions.

Note: AP Capstone Diploma candidates are defined as students who have earned a score of 3 or higher in AP Seminar, are enrolled or plan to be enrolled in AP Research, and are also likely to earn a 3 or higher in four additional AP Exams, as determined by school administrators.

CREDIT AND PLACEMENT BENEFITS

Several colleges and universities award credit for the successful completion of AP Seminar and AP Research. The College Board currently provides information that colleges, universities, and state systems need to make sound, data-driven policy decisions regarding recognition of success in AP Capstone courses.

For more information about credit and placement policies for AP Seminar and AP Research, visit the following websites:

- For a full list of colleges and universities that either endorse the AP Capstone program or have credit policies for AP Capstone courses, see collegeboard.org/apcapstonehedsupport.
- For specific credit and placement policies at particular colleges and universities, see the AP Credit Policy Search at collegeboard.org/apcreditpolicy.

For Teachers

Staying in Touch with the AP Capstone Program

The AP Capstone program team keeps teachers posted on important updates throughout the year. Teachers should make it a priority to read all emails and documentation sent to them. Email is the College Board's main method of connecting teachers to valuable information needed to build a successful program at their school. Emails from the AP Capstone program are sent to AP Seminar and AP Research teachers, authorized in the AP Course Audit, at their AP Course Audit email account. Teachers should complete their authorization as soon as possible to receive all important communications. Teachers are encouraged to archive all communications and reference them as needed. AP Services for Educators can be reached at 877-274-6474 (toll-free in the U.S. and Canada) or apcapstone@info.collegeboard.org.

AP Capstone teachers are encouraged to join the teacher community associated with the courses they teach at apcommunity.collegeboard.org.

AP Capstone Course Audit Steps

Following the four-and-a-half day, face-to-face training, AP Seminar and AP Research teachers are equipped to prepare a course syllabus. The following activities must be completed within their AP Course Audit account no later than **October 1**:

- Teacher—Complete the Course Audit form
- Teacher—Submit course syllabus
- Principal/Administrator—Review and approve the Course Audit form

Some states and districts may have earlier submission deadlines. Teachers are encouraged to check with school administrators to determine if they should submit syllabi to other authorizing systems before the October 1 deadline.

AP Seminar and AP Research teachers must develop and submit a syllabus of their own creation and can't submit the sample syllabus provided during training.

All new 2018-19 AP Capstone teachers must submit syllabi and Course Audit forms for authorization.

All previously authorized courses can be renewed by a school administrator beginning August 1.

Ensuring Students Understand the Directions for the Performance Tasks

Teachers must review the directions for completing each component of the AP Seminar and AP Research performance tasks, as well as all parts of the AP Seminar End-of-Course Exam, with their students. Specific attention should be paid to: (1) word count, (2) presentation time, and (3) oral defense practices.

See pages 36–45 of the *AP Seminar Course and Exam Description* and pages 47–53 of the *AP Research Course and Exam Description*.

Teacher Roles During the AP Capstone Performance Tasks

If you are an AP Seminar teacher, you (1) must ensure that students are aware of the task, time, components, and scoring criteria for each performance task; (2) may explore issues, talk about stimulus materials, discuss topics and perspectives, and/or question students as necessary; (3) may create opportunities for peer review and editing; (4) should refer students to the rubrics for each component; and (5) may engage in whole-class teaching or reteaching, if needed.

If you are an AP Research teacher, you (1) must provide any necessary assistance to students in finding external expert advisers; (2) must be sure that students, advisers, and panel members are aware of the task, time, components, and scoring criteria; (3) must hold regular, individual work-in-progress interviews with students; (4) must coordinate peer-to-peer feedback opportunities; (5) may provide necessary background for a topic; (6) may help students with the mechanics of the research process; and (7) may provide general feedback to students about elements of their papers or presentations.

Please note that AP Capstone teachers **may not** (1) assign, provide, distribute, or generate research questions/project goals or articles for students; (2) conduct research for students; (3) write, revise, amend, or correct student work; (4) reveal the exact questions students will be asked prior to their presentations or oral defenses; or (5) provide unsolicited help to students.

We recommend that all AP Capstone teachers be transparent with students about their roles and what any individual providing guidance to students should and should not do.

For more information about the roles of AP Capstone teachers, see pages 38–43 of the *AP Seminar Course and Exam Description* and pages 50–51 of the *AP Research Course and Exam Description*.

Submitting Student Work Using the AP Digital Portfolio

Students taking AP Seminar and AP Research use the **AP Digital Portfolio** at digitalportfolio.collegeboard.org to submit finalized performance tasks for scoring.

Your school's AP Capstone teachers, students, and AP coordinator interact with the digital portfolio throughout the school year. The diagram below illustrates the roles and major tasks in the process.

Digital Submission for AP Capstone

- 1** **Teacher** signs in with their College Board account and sets up AP Seminar and AP Research classes.
- 2** **Students** sign in with College Board accounts and request enrollment in their specific class.
- 3** **Teacher** confirms student enrollment requests.
- 4** **Teacher** creates AP Seminar student groups for team assignments.
- 5** **Teacher** distributes College Board–provided source material to AP Seminar students.
- 6** **Students** submit final written performance task components no later than April 30 at 11:59 p.m. ET or an earlier deadline set by their teacher.
- 7** **Teacher** submits scores for student presentations by April 30 at 11:59 p.m. ET.
- 8** **AP coordinator** receives preadministration materials shipment in the spring and provides AP Student Packs to AP Capstone students.
- 9** **Students** enter their AP numbers (located on labels in the AP Student Pack).
- 10** **Teacher** ensures that all students have entered their AP numbers by April 30 at 11:59 p.m. ET.
- 11** **AP coordinator** verifies that all presentations have been scored and that all students have entered a valid AP number into the digital portfolio.
- 12** Performance tasks and scores associated with a valid AP number are automatically transmitted to the **College Board** at the deadline.

TECHNICAL REQUIREMENTS AND RECOMMENDATIONS

- **Browsers:** Latest version of Chrome, Safari, Edge, Internet Explorer, Firefox, or Samsung Internet
- **Operating systems:** Windows 7, 8.1, 10; Mac OS X; Chrome OS; Android 6, 7; or iOS
- **Devices:** Desktop/Laptop, Tablet, or Mobile (Scoring feature isn't available on mobile devices)

For more information on the digital portfolio, see the [AP Digital Portfolio Teacher User Guide](#) and the [AP Digital Portfolio Student User Guide](#).

Due Dates for AP Seminar and AP Research Performance Tasks

The deadline for all student work and teacher scores for all performance tasks to be submitted to the [AP Digital Portfolio](#) is April 30 at 11:59 p.m. ET. Although the College Board recommends interim deadlines for each component of the performance tasks, teachers may choose to set their own interim deadlines, which will be determined by their school calendars and schedules.

Scoring Student Work

Typically, AP teachers participate in the scoring process of AP Exams only if they have applied for and been selected to serve as AP readers. However, because students' final AP scores for AP Seminar and AP Research include presentations that aren't scored at the AP Reading, the College Board collects the classroom teacher's scores for these components.

AP Capstone teachers cannot score student performance tasks until they have completed online scoring training, which is available to teachers during the school year.

For student samples of performance tasks, see the [AP Seminar](#) and [AP Research](#) assessment pages on [AP Central](#).

For rubrics used to score performance tasks, see the [AP Seminar](#) and [AP Research](#) assessment pages on [AP Central](#).

Note: AP Seminar or AP Research teachers are discouraged from sharing the scores they assign to performance task components with their students. Final student AP scores are calculated from scores earned on all components, according to their corresponding weights.

AP Seminar End-of-Course Exam Date

The 2019 Exam Date for the AP Seminar End-of-Course Exam is Tuesday, May 7, 2019, at 8 a.m. See [Exam Dates and Fees](#) for the other exam dates.

For detailed information about ordering and administering late exams, see the [AP Coordinator's Manual](#).

Getting Involved with the AP Reading

The College Board encourages AP Seminar and AP Research teachers to apply to become AP readers. By participating in the AP Reading, teachers ensure that AP Exams continue to measure a student's ability to master college-level work. Being an AP reader is a valuable experience that improves a teacher's instruction and lets them acquire knowledge to apply when scoring their own students' work.

AP readers for AP Capstone courses can take advantage of flexible scheduling options, opportunities for professional development hours, and Continuing Education Credits (CEUs), as well as compensation.

For more information and to apply, visit collegeboard.org/readap.

For AP Coordinators

The AP Capstone section of the [AP Coordinator's Manual](#) is the primary source of information for AP coordinators at participating AP Capstone schools. Download the manual, and review the AP Capstone timeline for AP coordinators at collegeboard.org/apcapstonecoordinator.

Role of the AP Coordinator in AP Capstone

AP coordinators manage the ordering, receipt, distribution, administration, and return of AP Seminar End-of-Course Exam materials and order an AP Research Exam for each student enrolled in the AP Research course.

Note: AP Research doesn't have an end-of-course exam, but an exam must be ordered at the [AP Exam Ordering website](#) for each student enrolled in the course so their performance task can be scored by the College Board.

AP coordinators don't have to manually submit work to the College Board through the [AP Digital Portfolio](#) for it to be scored at the AP Reading. All performance tasks that have been submitted as final by a student, and any teacher scores associated with those performance tasks, will automatically be sent to the College Board after the deadline as long as a unique AP number for that student is entered into the digital portfolio. Students' work won't be submitted to the College Board—and as a result, not scored—if an AP number isn't entered.

Accessing the AP Digital Portfolio

AP coordinators receive access codes in the spring so that they can sign in to the [AP Digital Portfolio](#) using their College Board usernames and passwords. After signing in to the digital portfolio, AP coordinators are able to see all of the AP Capstone sections at their schools and all students enrolled in each section. A legend at the top of the page helps AP coordinators determine each student's status.

Entering AP Numbers in the AP Digital Portfolio

The AP coordinator works with the AP Seminar and AP Research teacher(s) to confirm the number of students enrolled in each class and place an exam order for each enrolled student by the deadline for ordering preadministration materials. AP coordinators may also support teacher(s) by holding a session for students to enter their AP numbers (located in their Student Pack) into the digital portfolio. This is suggested but not required. The AP coordinator should validate that a unique AP number has been associated with each student in the digital portfolio.

Note: Students won't receive their AP number labels until Student Packs arrive in the school's preadministration materials shipment.

Checking for Missing Data in the AP Digital Portfolio

AP coordinators should view the status of their school's AP Seminar and AP Research submissions and work with the teacher(s) before April 30 at 11:59 p.m. ET to resolve:

- Missing student final submissions
- Missing teacher scores on presentations
- Missing AP numbers

Additional Resources

You may find the following resources helpful. Share these resources with the appropriate stakeholders in your school community to foster a successful implementation.

- The [list of participating schools](#) by state helps you form relationships with those currently implementing AP Capstone.
- The [AP Capstone student brochure](#) provides an overview of the AP Capstone program and is geared toward a student audience.
- The [AP Seminar Course Overview](#) is a short, two-page overview of the course content and assessments for AP Seminar.
- The [AP Capstone section of AP Central](#) has a list of colleges and universities that have confirmed their support for AP Capstone by signing a statement of support endorsing its rigorous interdisciplinary approach and/or by granting credit for a qualifying score in AP Seminar, AP Research, or both.
- The [AP Research Course Overview](#) is a short, two-page overview of the course content and assessments for AP Research.
- This [AP Capstone video](#) provides an overview of the program with supporting commentary from prominent higher education admission professionals.
- The second [AP Capstone video](#) features two of our current AP Seminar students, who speak about their experiences with AP Seminar and the AP Capstone program.
- The third [AP Capstone video](#) features students discussing their projects and topics of inquiry in the AP Research course.
- The [AP Seminar](#) and [AP Research](#) course pages on AP Central contain teaching tips, information, resources, and other helpful content for both courses.
- The [AP Digital Portfolio Student User Guide](#) tells students how to use the digital portfolio, including submitting work as final and entering their AP numbers.
- The [AP Digital Portfolio Teacher User Guide](#) tells teachers how to use the digital portfolio, including creating classes, managing teams, and scoring student work.

2018-19 Important Dates

DATE	ACTIVITY
June–August	AP Seminar and AP Research professional development.
August–September	AP Seminar and AP Research instruction begins.
October 1	Deadline for teachers to complete the AP Course Audit form and submit course syllabi. Designated administrators must approve Course Audit forms prior to this date.
November 30	Deadline for students to submit and teachers to approve AP Research Proposal Forms.
January	Stimulus material for the AP Seminar Individual Research-Based Essay and Presentation released to AP Seminar teachers.
January–March	AP coordinators order AP Seminar and AP Research Exams and preadministration materials at the AP Exam Ordering website .
January–March	Schools begin scheduling current AP Seminar students for AP Research and recruiting new AP Seminar students. AP Seminar is a prerequisite for AP Research.
March 22	Schools outside the United States, U.S. territories, and Canada: Priority deadline for AP coordinators to order AP Seminar and AP Research Exams.
March 29	Deadline for AP Seminar and AP Research teachers to complete required online scoring training modules.
April 3	Schools in the United States, U.S. territories, and Canada: Deadline for AP coordinators to order AP Seminar and AP Research Exams as well as preadministration materials.
April 30 at 11:59 p.m. ET	Deadline for all student work to be submitted to the AP Digital Portfolio and for teachers to submit scores for all presentations in the AP Digital Portfolio.
May 7	Administration of AP Seminar End-of-Course Exam.
May 24	Late-testing administration of the AP Seminar End-of-Course Exam.
May–June	After the AP Seminar End-of-Course Exam, AP Research teachers meet AP Seminar students, discuss course components, get students ready to work with a consultant/expert adviser, identify a topic of interest, and develop a research question for a yearlong investigative task.
July	AP score reports released online.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT[®] and the Advanced Placement Program[®]. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.